Department of the Army
Headquarters, United States Army
Training and Doctrine Command
Fort Monroe, VA 23651-5000

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Training

THE TRADOC TRAINING EFFECTIVENESS ANALYSIS (TEA) SYSTEM

Summary. This regulation establishes policies and procedures and assigns responsibilities for TEA studies. It combines old training study terms (e.g., CTEA, DTEA, PFTDS, PTDS, TDS, TEA, and TIA) into one term: "TEA." It defines requirements for a TEA, explains the TEA process, and describes TEA waiver and deferral procedures.

Applicability. This regulation applies to all TRADOC elements that manage or conduct TEA. This includes HQ TRADOC, major subordinate commands (MSC), U.S. Army Training Support Center (ATSC), TRADOC service schools, TRADOC Battle Labs, U.S. Army Training Centers, and supporting activities.

Supplementation. Do not supplement this regulation without prior approval from Commander, TRADOC, ATTN: ATAN-A, Fort Monroe, VA 23651-5143.

Suggested improvements. The proponent of this regulation is the Deputy Chief of Staff for Analysis. Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to Commander, TRADOC, ATTN: ATAN-A, Fort Monroe, VA 23651-5143. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).

Distribution restriction. Approved for public release; distribution is unlimited.

Contents

Chapter 1
Introduction

1-1. Purpose. Establish TRADOC policy and assign responsibilities for TEA studies. This regulation defines TEA and sets general TEA program objectives.

1-2. References. Appendix A contains required and related publications.

1-3. Explanation of abbreviations and terms. The glossary contains abbreviations and special terms used in this regulation.

1-4. Responsibilities.

a. Deputy Chief of Staff for Analysis (DCSA) will—

(1) Develop policy and guidance for TRADOC TEA System.

(2) Publish approved fiscal year TRADOC Study Program (TSP) listing required TEA. TSP is the mission order to execute the program.

(3) Prepare and issue unprogrammed TEA mission orders when requested by the Deputy Chief of Staff for Training (DCST).

*This regulation supersedes TRADOC Regulation 350-32, 26 Mar 90.

b. Deputy Chief of Staff for Training (DCST) will—

(1) Retain overall responsibility for TEA studies.

(2) Provide DCSA with TEA policy and guidance development input.

(3) Decide priorities and coordinate funding for training studies in TSP.

(4) Designate lead proponent and sponsor for TEA studies involving more than one sponsor or proponent.

(5) Coordinate with DCSCD for review of Army Category I (ACAT I), ACAT II, and other TEA when required, for integration of findings into new system or product improvement development.

(6) Ensure that TRADOC service schools (hereinafter, referred to as "schools"), Battle Labs, and MSCs plan and initiate required training studies and implement corrective action(s) identified in completed TEA.

(7) Approve certified TEA study plans and certified TEA final reports.

(8) Coordinate TEA study efforts with other similar training research by agencies such as Army Research Institute, Rand Arroyo, and TRADOC Research Activity.

(9) Approve requests for training study waivers or deferments.

(10) Coordinate with Deputy Chief of Staff for Doctrine (DCSDOC) for any threat and opposing forces (OPFOR) requirements. Ensure integration of applicable OPFOR into TEA study plan and final report.

(11) Assist schools, Battle Labs, and MSCs in coordinating training studies with other major Army commands (MACOM).

(12) Assist data collection efforts with Combat Training Centers and other MACOM.

c. Deputy Chief of Staff for Combat Developments (DCSCD) will—

(1) Review ACAT I and II, and other TEA for DCST, when required. Integrate TEA findings into new system or product improvement development in coordination with DCST.

(2) Inform DCST of projected cost and operational effectiveness analyses (COEA) for scheduling required TEA or TEA waivers.

(3) Give thorough consideration to TEA recommendations in combat development acquisitions.

(4) Process study nominations and schedule tests and evaluations to support training and the acquisition of training aids, devices, simulators, and simulations (TADSS).

d. Deputy Chief of Staff for Doctrine (DCSDOC) will—

(1) Provide guidance in assessment of doctrinal issues.

(2) Review TEA reports for doctrinal issues and validate recommendations that support doctrine change.

(3) Provide guidance on threat portrayal and identification of OPFOR in TADSS.

(4) Review TEA reports for threat accuracy and OPFOR requirements when requested by DCST.

e. TRADOC Analysis Center (TRAC) will—

(1) Assist DCST on AR 5-5 TEA issues and other TEA.

(2) Serve as TRADOC TEA methodology and application subject matter expert (SME).

(3) Recommend TEA policy changes to DCSA.

(4) Conduct TEA studies as designated in TSP or by separate mission order.

(5) Certify TEA study plans and reports as designated in TSP or separate TEA mission order. Submit all certified AR 5-5 training study plans and reports to DCST for approval.

(6) Provide technical advice to schools and MSCs on TEA.

(7) When designated as TEA study agency, provide TEA proponent and TEA sponsor draft study plan (prepared IAW TRADOC Pam 11-8) to ensure methodologies address study issues.

(8) Provide TEA proponent and sponsor with timely feedback on study progress.

(9) Brief approved TEA findings and recommendations to Department of the Army, TRADOC, and other MACOM as requested.

(10) Manage all TEA study data requests IAW TRADOC Reg 5-2.

(11) Manage the data collection process by providing DCST and MACOM with appropriate documentation.

(12) Manage cost data requests and cost data acceptance IAW TRADOC Reg 5-2.

(13) Recommend certification and approval of cost analyses supporting TEA.

(14) Ensure TEA cost data is validated.

f. U.S. Army Training Support Center (ATSC) will—

(1) Assist schools, MSCs, and other TEA study agencies on TEA related to TADSS.

(2) Review TEA study plans and reports involving TADSS for DCST.

(3) Document resolution of TADSS-related deficiencies identified by TEA.

(4) Decide priority level of nonsystem training device (NSTD) TEA for inclusion into TSP.

(5) Sponsor selected TEA studies pertaining to TADSS.

(6) Prepare AR 5-5 TADSS study taskings for DCST signature.

(7) Prepare and execute study directives for all non-AR 5-5 TADSS studies.

(8) Review requests for waiver or deferment of TEA on TADSS and recommend approval or non-approval to DCST.

(9) Sponsor TEA for selected multimedia instructional systems and associated courseware.

g. TEA proponent will—

(1) Advocate and support TEA within area of responsibility.

(2) Certify results of TEA conducted or contracted exclusively for use by the proponent that are not conducted under the auspices of the AR 5-5 program.

(3) Ensure TEA is performed to support decision milestone (MS) reviews of an operational system or TADSS acquisition process, or obtain a waiver.

(4) Serve as study agency when so directed by HQ TRADOC.

(5) Perform reporting and documenting requirements IAW AR 5-5 and TRADOC Reg 5-3.

(6) Report to DCST, within 60 days of TEA approval, proponent's plan for implementation of the TEA recommendations and use of TEA findings.

(7) Request necessary waiver or deferment IAW this regulation.

h. TEA sponsor will—

(1) Perform reporting and documenting requirements IAW AR 5-5 and TRADOC Reg 5-3.

(2) Plan, program, and budget for sponsored TEA efforts.

(3) Follow DCST TEA priority guidance.

(4) Assist study agency in data collection efforts.

(5) Confirm TRAC certification of AR 5-5 training study plans and reports.

(6) Confirm DCST approval of certified AR 5-5 training study plans and reports.

i. Study agency will—

(1) Conduct TEA IAW the TSP and any unprogrammed DCST mission order.

(2) Perform reporting and documenting requirements IAW AR 5-5 and TRADOC Reg 5-3.

(3) Forward cost and data requests through Director, TRAC-WSMR, ATTN: ATRC-WD, White Sands Missile Range, NM 88002-5502.

(4) Provide all AR 5-5 training study plans and reports to TRAC for certification.

(5) Provide all certified AR 5-5 training study plans and reports to DCST for approval.

(6) Document TEA studies.

(7) At direction of study proponent, request TEA deferments IAW this regulation.

Chapter 2
Overview of the TEA Program

2-1. TEA definition.

a. TEA is a general category for studies that assess effectiveness and costs of TRADOC training strategies, programs, and products.

b. TEA studies are primary means by which TRADOC establishes and maintains quality control over products of training development and training delivery systems. TEA studies have several distinguishing features:

(1) TEA studies provide cost and effectiveness information for training decision makers. They also provide cost and requirements information to combat and materiel developers.

(2) No two TEA are exactly alike. Study agencies must tailor TEA objectives to meet requirements of the training decision to be made.

(3) TEA employ qualitative and quantitative analytical techniques to derive information about the program under consideration. Study agencies must design TEA studies to be as scientifically rigorous as possible, given the information, time, and other resources available.

2-2. TEA program objectives.

a. Ensure complete and accurate assessment of training requirements, training costs, and training effectiveness associated with acquisition of new materiel systems as early as possible in the Materiel Acquisition Process (MAP).

b. Identify the most training effective and cost effective of the alternative training strategies for new materiel systems.

c. Evaluate and improve training development and training delivery systems by determining the effectiveness and cost of training programs and products fielded or implemented.

d. Determine the effectiveness and cost of training innovations (e.g., new training technologies, approaches, designs, methods, media, and TADSS) that hold promise for resolving difficult training problems or improving existing training programs.

e. Provide an analytic foundation for selection of alternative Combined Arms Training Strategies (CATS).

f. Assist in meeting training requirements generated by the Enhanced Concept Based Requirements System (ECBRS) through assessing training impacts, comparing alternative training strategies, and evaluating effectiveness of training solutions.

2-3. Types of TEA. This regulation combines several, often confusing training study terms, such as CTEA, DTEA, PFTDS, PTDS, TDS, TEA, and TIA, into one simple term, "TEA." TEA generally fall into one of the following three broad categories:

a. TEA related to systems acquisition. TEA in this category are initiated by the acquisition process for

operational systems or TADSS. These studies investigate training effectiveness and costs associated with a new system. TEA are numbered to coincide with system acquisition milestones when performed for that purpose (see chap 3). Close coordination between the TEA sponsor, study agency, system proponent, and operational testing agency ensures that opportunities to gather training effectiveness data within the context of operational testing are not lost. Further, close coordination ensures that operational tests include system training effectiveness considerations as part of the complete system test. Properly coordinated efforts between training evaluation and operational testing can potentially reduce the scope and related costs of TEA efforts.

b. TEA for resolving training problems. The initiating factor for this TEA is the need to identify training effective and cost effective solutions to training problems. This TEA assesses both training effectiveness and cost benefits of current and alternative training technologies, approaches, and methods.

c. TEA for improving training study methods. The objective of this type of TEA is to develop and show improved training study methods, with an overall goal of strengthening the entire TEA program.

2-4. Relationship to Systems Approach to Training (SAT) process.

a. TEA are an integral part of the SAT process. TEA provide detailed information critical to a systematic decision making process on the training effectiveness and cost of major training options.

b. TEA provide a thorough and scientifically rigorous examination of trade-offs between training effectiveness and cost. TEA are not necessary to support all training decisions, but are essential to making informed decisions on high cost programs such as those related to fielding of new systems and the development of TADSS. As TRADOC considers promising but very expensive options related to high technology training solutions, more TEA will be required.

c. TEA become part of the SAT audit trail for training decisions influenced. TEA-generated information has an impact on all major processes of SAT. For example:

(1) Evaluation. TEA help TRADOC determine how well training programs are functioning in meeting the needs of the soldier and thereby focus improvements to existing training programs appropriately.

(2) Analysis. A TEA done on a predecessor system can be useful early in the acquisition of a new system by providing information on the probable tasks to be trained, potential costs and cost trade-offs, and potential training problems.

(3) Design. TEA conducted to resolve training problems provide information required to make decisions on media options available to the training developer. These TEA are a required part of the justification documentation for certain high cost training media options.

2-5. AR 5-5 Study Program. To ensure effective use of Army study resources, AR 5-5 prescribes procedures for planning, budgeting, and evaluating the annual Army Study Program. TEA studies contribute to Army planning, programming, and decision making and may be conducted under the authority of the AR 5-5 Study Program. TRADOC service schools, MSCs, and other TRADOC elements submit TEA study topics to HQ TRADOC for prioritization and resourcing within the annual TSP, which is a part of the Army Study Program. The process for development of the TSP, and the criteria for a TEA to be considered an AR 5-5 study, is presented in TRADOC Reg 5-3 and TRADOC Reg 11-8.

Chapter 3
TEA for the Materiel Acquisition Process

3-1. Overview.

a. TEA related to materiel system acquisitions are numbered according to the acquisition MS supported. Figure 3-1 shows the relationship between TEA and the Materiel Acquisition Process (MAP). These TEA may provide feeder data for COEA. TEA provide essential documentation of training requirements and the relative cost effectiveness of alternatives to training developers at the proponent school.

b. Milestones are sometimes combined to reduce time required from concept development through fielding of the new system. TEA support does not change because the process is foreshortened. TEA support the combined MS decision process and provide supporting analyses to the Operational Requirements Document (ORD) and COEA. The type of TEA performed under combined MS is that associated with the highest level MS. For example, if a combined MS-I/II decision is to be made, then a TEA-II is performed.

c. When a materiel change or product improvement occurs in a system, the proponent must assess whether the likely training impact requires that a TEA be done. Records of this assessment should be retained as a part of the audit trail for the materiel change.

d. TEA conducted for NSTD (i.e., TADSS) are normally done after the MS-0 decision, in preparation for a MS-I, and continue throughout the TADSS development and acquisition process. Early TEA establish and define the training device requirements and costs, while later TEA refine and update this information. They provide supporting documentation for the TADSS ORD and ORD updates.

3-2. TEA-I.

a. TEA-I is conducted during Phase 0 of the MAP. It is used at the MS-I decision review and is updated for each subsequent MS decision review throughout the MAP. TEA-I can provide supporting analysis to the ORD and COEA at MS-I. It addresses the overall training impact of the new system. TEA-I may consider training impacts

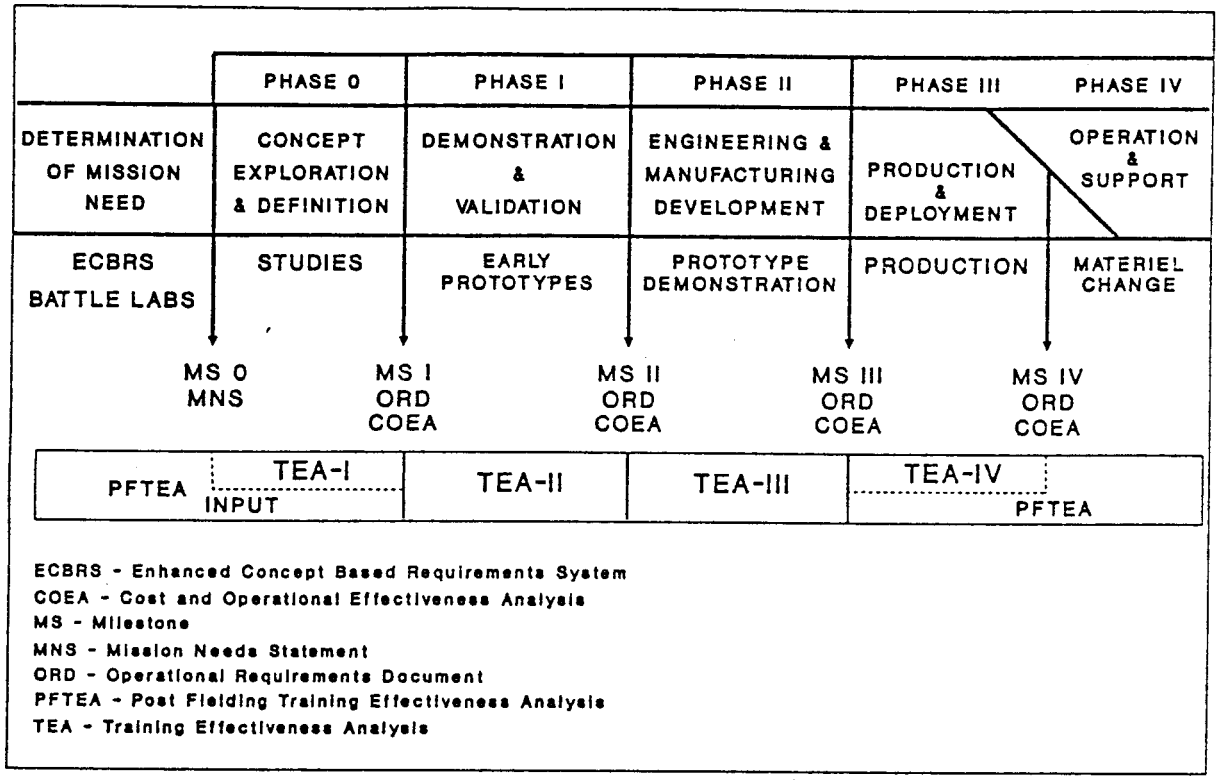

Figure 3-1. TEA within the MAP

or problems of predecessor or similar systems (e.g., those identified in the PFTEA) in determining training impacts of the new system.

b. One TEA goal is to determine where embedded training could be useful in materiel systems and where it makes no sense to use embedded training. This evaluation should be made as early in the life cycle as possible, to preclude a serious design change late in the development of the system. Ideally, this evaluation should be completed in TEA-I.

c. When possible, TEA-I addresses the following:

(1) Anticipated training problems and issues associated with the new system or upgrades to the existing system.

(2) Training-related lessons learned from the existing operational system, TADSS, or similar system the new system will replace.

(3) Potential training alternatives to support each materiel system alternative and the advantages and disadvantages of each.

(4) Critical training issues that require attention throughout the acquisition process.

(5) The unit and service school training resource impacts of each training alternative associated with each materiel system alternative. For example, impacts against operating tempo (OPTEMPO), table(s) of organization and equipment (TOE), training ammunition, facilities, instructor loads, or travel.

(6) Critical tasks to be trained and the methods available to train these tasks.

(7) Unit and institutional CATS impacted by the implementation of training alternatives associated with the new system and how the new training will be integrated into these CATS.

3-3. TEA-II.

a. TEA-II addresses the training effectiveness and cost of training systems during Phase I of the MAP, providing input for the ORD and COEA at MS-II. Materiel system technologies are often fully developed at this point, and the preferred materiel system and associated alternative training strategies are known. TEA-II compares training effectiveness and costs of these alternative training strategies to attain defined performance objectives for operators, leaders, and maintainers of the new system.

b. Technologies on some new materiel systems are not fully developed enough at MS-II to support a complete analysis of potential alternative training strategies. In these instances, TEA-II will only update the training impact analysis done in TEA-I.

c. TEA-II can provide supporting analysis to the ORD or COEA at MS-II. TEA-II updates TEA-I results and, when possible, addresses the following:

(1) Critical tasks to be trained at the service school and critical tasks to be trained at the units.

(2) Proposed alternative training strategies (including TADSS) for both the service school and the unit.

(3) Resource requirements for each training alternative. Identification and comparison of projected costs and cost savings associated with the training alternatives (e.g., savings in OPTEMPO, training ammunition, range requirements, instructor load, or course length).

(4) Determination of the probability that the training alternatives will train the critical tasks to required standards.

(5) Determination of the most cost and training effective training alternative associated with each materiel system alternative.

3-4. TEA-III.

a. TEA-III is conducted during Phase II of the MAP. It is a comprehensive analysis of cost and training effectiveness that provides input to the ORD and COEA at MS-III.

b. TEA-III updates the analysis completed during TEA-II. It adds more specificity to costs and effectiveness variables associated with the preferred training alternative. For example, TEA-III gives a closer estimate of training costs and any projected cost savings in OPTEMPO and ammunition. TEA-III is usually the first opportunity for the training developer to use prototype system evaluations to test operational training effectiveness and training transfer associated with one or more possible alternative training strategies for the new system.

3-5. TEA-IV. TEA-IV is conducted during Phase III of the MAP. It updates training costs and effectiveness data gathered by TEA-III and refines the training strategy. TEA-IV also assesses the training effectiveness of new equipment training (NET) on the fielded system.

3-6. Post fielding TEA (PFTEA).

a.The PFTEA is conducted after the training system has been in the field for a sufficient time for the sustainment training program to stabilize. Typically, this would be within 12 to 24 months after the initial fielded unit is operationally capable, or when problems are reported (e.g., high attrition course rates or MACOM complaints). PFTEA may be conducted before or after MS-IV.

b.The PFTEA determines the effectiveness of fielded TRADOC training systems for both service school and unit training. Lessons learned are used to improve training programs in the short term, and to prevent unwanted recurrence of difficulties in training strategies of follow-on or similar systems.

c.The PFTEA is not used to support any MS decision for the particular system studied. However, the PFTEA is an excellent source of feeder data for preparation of follow-on (or similar system) MS-0 and MS-I system acquisition decision documents.

d. The PFTEA determines the training program (i.e., courses, literature, TADSS) costs and effectiveness for the fielded system. Specific issues addressed in the PFTEA include:

(1) Positive and negative aspects of operator and maintainer training.

(2) Comparison of actual costs to projected costs for all training systems.

(3) Relationships between sustainment training and soldier proficiency.

(4) Needed improvements to training in terms of cost, time, and effectiveness.

(5) Soldiers' perceptions of training at the service school and at the units.

(6) TADSS utilization, effectiveness, and cost.

(7) TADSS resource trade-offs (e.g., equipment and OPTEMPO).

3-7. Advanced simulation. Advanced simulation has the potential to improve acquisition from concept to fielding. This is made possible through innovations including, but not limited to, virtual prototyping, engineering simulations, and linking of live and virtual simulations. Program acquisition strategies (Acquisition Category I and II Programs) must specify at each milestone the role(s) to be played by modeling and simulation and distributed interactive simulation. The use of advanced simulation in acquisition may provide opportunities to obtain definitive information about training needs and impacts, system trainability, and training effectiveness at earlier points in the acquisition process than previously possible. Trainers should coordinate closely with combat developers to take full advantage of advanced simulation technology to assist in the conduct of TEA-I, as well as TEA at subsequent milestones.

Chapter 4
Other TEA

4-1. TEA for resolution of training problems.

a. This type of TEA assesses effectiveness and cost of training strategies not related to system acquisitions. Changes in doctrine, organization, training budgets, environmental and safety policies, and new multimedia technologies for distributing training economically create the need for this type of TEA. Training requirements generated by Enhanced Concept Based Requirements System (ECBRS) can be an impetus for a TEA assessing impacts of the requirement on the training base or determining the training and cost effectiveness of alternative training strategies.

b. These TEA support acquisition decision reviews for major training systems and/or decisions by proponent service schools regarding future training strategies.

c. Issues addressed by TEA for resolution of training problems are study specific. They are related to

questions of training impact, cost effectiveness, training effectiveness, and training transfer.

d. Included in this category are studies developing and employing models to show the relationship between quantity and quality of training and combat effectiveness on the battlefield. Training-Modeling Integration (T-MI) studies are examples of ongoing efforts in this area. T-MI integrate training and performance variables into selected, existing combat models to show training impacts and to develop performance standards.

4-2. TEA for improving training study methodologies. Included in this category are:

a. Studies that develop or demonstrate more effective or efficient study designs, study methods, or techniques.

b. Studies that design, develop, or use models or simulations for assessment of training requirements, training effectiveness, and costs.

Chapter 5
Waiver or Deferment

5-1. General.

a. TRADOC training developers examine all developing systems to determine if there is a requirement for training. If the developing system does not have a requirement for training, or it is not cost effective to conduct a study, then the requirement for a TEA may be waived.

b. If the parallel combat development study is not well defined, or has been deferred, then the proponent or TEA study agency may request a deferment.

c. Proponent service school is required to submit, in writing, requests for waiver or deferment to: Commander, TRADOC, ATTN: ATTG-CR, Fort Monroe, VA 23651-5000.

5-2. Criteria. Request for waiver or deferment may be submitted if one or more of the following conditions exist:

a. Waiver.

(1) Proponent service school determines that a low training risk exists and there is only one practical training alternative that must be adopted for the developing system.

(2) Benefits of such an analysis do not merit resources to conduct a TEA.

(3) Previous test efforts provided the proponent service school with a significant assessment of their training program.

(4) Insufficient resources available to conduct a TEA (i.e., funds, soldier, and equipment availability).

b. Deferment.

(1) Insufficient current resources available to conduct a TEA.

(2) Decision making MS in the acquisition program for the developing system is deferred.

(3) Sufficient information is not available to support a meaningful study.

5-3. Approval. The DCST is the approval authority for waiver or deferment of training studies.

Appendix A
References

Section I
Required Publications

AR 5-5
Army Studies and Analyses

TRADOC Reg 5-2
Data Support for U.S. Army Training and Doctrine Command (TRADOC) Studies

TRADOC Reg 5-3
The U.S. Army Training and Doctrine Command (TRADOC) Study Program

TRADOC Reg 11-8
TRADOC Studies and Analyses

TRADOC Reg 350-7
A Systems Approach to Training

TRADOC Pam 11-8
Studies and Analysis Handbook

TRADOC Study Program (Current Fiscal Year)

Section II
Related Publications

AR 5-14
Management of Contracted Advisory and Assistance Services

AR 11-18
The Cost and Economic Analysis Program

AR 50-4
Safety Studies and Reviews of Nuclear Weapon Systems

AR 70-1
Army Acquisition Policy

AR 70-10
Test and Evaluation During Development and Acquisition of Materiel

AR 71-9
Materiel Objectives and Requirements

AR 350-35
Army Modernization Training

AR 350-38
Training Device Policies and Management

AR 600-46
Attitude and Opinion Survey Program

AR 602-2
Manpower and Personnel Integration (MANPRINT) in the Materiel Acquisition Process

DA Pam 5-5
Guidance for Army Study Sponsors, Sponsor's Study Directors, Study Advisory Groups, and Contracting Officer Representatives

DA Pam 700-127
Integrated Logistic Support (ILS) Managers Guide

TRADOC Reg 11-15
Concept Based Requirements System

TRADOC Reg 350-15
TRADOC Training Evaluation and Quality Assurance Program

TRADOC Reg 351-1
Training Requirements Analysis System

TRADOC Reg 351-9
Systems Training Development

TRADOC Reg 381-1
Threat Management

TRADOC Pam 25-33
Army Training Glossary

Training Developers Procedural Guide for the Conduct of Training Effectiveness Analysis in Support of Nonsystem Training Devices

Glossary

Section I
Abbreviations

ATSC	U.S. Army Training Support Center
CATS	Combined Arms Training Strategies
COEA	cost and operational effectiveness analysis
DA	Department of the Army
DCSA	Deputy Chief of Staff for Analysis
DCSCD	Deputy Chief of Staff for Combat Developments
DCSDOC	Deputy Chief of Staff for Doctrine
DCST	Deputy Chief of Staff for Training
ECBRS	Enhanced Concept Based Requirements System
IAW	in accordance with
MACOM	major Army command
MAP	Materiel Acquisition Process
MNS	Mission Needs Statement
MS	milestone
MSC	major subordinate command
NET	new equipment training
NSTD	nonsystem training device
OPFOR	opposing forces
OPTEMPO	operating tempo
ORD	Operational Requirements Document
PFTEA	post fielding training effectiveness analysis
SAT	Systems Approach to Training
SME	subject matter expert
TADSS	training aids, devices, simulators and simulations
TEA	training effectiveness analysis
T-MI	Training-Modeling Integration
TOE	table(s) of organization and equipment
TRAC	TRADOC Analysis Center
TRADOC	U.S. Army Training and Doctrine Command
TSP	TRADOC Study Program

Section II
Terms

Certification
Determination of TEA analytical soundness and sufficiency to answer decision maker's issues.

Embedded training
Training that is delivered by capabilities built into an operation system in addition to the primary function. The training is made available by components of the equipment that take advantage of the overall system capabilities. It can train individual, operator, crew, functional, and force level tasks. Typical applications of embedded training are in computerized systems that run a software program to assist in the system training. The training can range from a simple help screen to assist in system operation to a full simulation environment built into the system to provide a realistic training scenario.

Mission order
Instrument which tells study agency to begin TEA. Approved Fiscal Year TSP is mission order for all studies contained therein. For unprogrammed TEA, DCST will issue mission orders as required.

TEA proponent
End beneficiary and user (e.g., HQDA, HQ TRADOC, TRADOC MSC, service school) establishing requirements for the study.

TEA sponsor
The highest level TRADOC organization (e.g., DCST, MSC, service school) establishing the requirement for the TEA.

Study agency
TRADOC organization (e.g., service school, MSC, ATSC) or contractor tasked by approved Fiscal Year TSP or HQ TRADOC unprogrammed mission order to produce the TEA.

Study plan
Administrative document that describes in detail how and when the TEA study agency conducts the TEA and which organizations will participate.

TRADOC Study Program
The TRADOC Study Program (TSP) is part of the Army Study Program governed by AR 5-5. It is a comprehensive listing of TRADOC studies and analytical projects that meet all AR 5-5 criteria and that require at least 0.5 professional staff years to accomplish. TSP is a management tool that HQ TRADOC staff personnel use to provide direction and oversight of AR 5-5 studies. The TSP is used by DCST for committing funds and programming manpower support for studies, and for allocating resources to address other analytic requirements within TRADOC.

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